Document 7 Emergency Action Plan

Emergency Response and Crisis Management

Contents

1. Introduction & aims

ELT organisations have always needed to be ready to deal with emergencies of various kinds. Recent events in Manchester and on Westminster Bridge have prompted some organisations to review their procedures to respond to such an emergency.

This document aims to provide some guidance on dealing with off-site emergency situations; not specifically terrorist attacks. Certain procedures are known to be more effective in emergencies although by their nature, emergencies do not follow set patterns. The main response in all emergency situations will be quick thinking and action to preserve life. ELT organisations will need to adapt the guidance here to their own situation.

No template documents are included; schools will already have some in place (e.g. risk assessments), and the process of thinking about what applies to each organisation's situation will help produce documents that are fit for that setting.

The information has been put together using a variety of sources and the personal experience of some EUK member schools. The sources include counter-terrorism advice, local authority guidance for school trips, and national guidance for outdoor visits.

2. What is an emergency?

It is standard for state institutions to have Emergency Procedures and for staff to know how to react when they are used; this is not always the case for ELT providers.

2.1   Definition of 'emergency'

1) An incident where a student / staff member / anyone connected to the school has

- suffered a life-threatening injury or fatality
- is at serious risk of the above
- has gone missing for a significant and unacceptable period, particularly if linked to the above*

2) An incident that is beyond the normal coping mechanisms of the team leading an off-site visit

*Organisations should define this period for 'normal' non-emergency situations. The time will depend on age of students, location (near water, busy city centre unknown to student,) etc.

An emergency could, therefore, be linked to a road or rail crash, freak weather, a crowd that has gone out of control (e.g. violent demonstration), serious equipment malfunction / collapse, (e.g. at a theme park, or a gas explosion), a random violent attack carried out by a lone person – or a planned terrorist attack. Emergency Procedures should aim to cover all eventualities.

3. Risk assessment approach

Asking questions about what could go wrong brings answers that reduce risks and make things safer. The process of risk assessing is usually better done by two or three people together, as each will think of different risks and solutions.

Completed risk assessments are evidence that ELT organisations have considered and have measures in place to reduce risks. Evidence may be needed in the event of accusations of negligence against an ELT organisation and a legal case being brought.

Supporting the risk assessments will be documents, i.e. procedures, handbooks, reporting forms, etc. These should be stored centrally and updated by the person or preferably small team responsible for 'Emergency Procedures', so that those using the documents get consistent and up-to-date information.

3.1   What could go wrong in the event of an emergency?

The information below is designed to give better understanding of why certain procedures and documents are needed. The word 'staff' refers to any adults associated with ELT organisation, e.g. group leaders, volunteers, homestays, visitors, others.

Risk	How reduce risk	Ref
Staff don't know what to do	Think through scenarios and train staff. Provide clear instructions (Emergency Procedures). Identify emergency control centre in main office.	

No leadership at time of crisis	Identify leaders and chain of command at both control centre and incident.	
Students panic	Identify possible safe refuges for visit locations / on site. Issue non-alarmist information to students to reassure them and give expectations of their behaviour. Also consider training.	
Students / staff injured or hospitalised	Have first aid trained staff. Have standby chain of staff to step in to cover in event of emergency	
Control centre needs information	Keep non-published contact numbers available and include instructions to off-site team	
Next of kin/parents /agents need information	Control centre to manage; prepare systems for keeping others informed	
Media may be present	Include information for all staff about media response	
Travel disruption / delay	Plan alternatives and have access to money to pay for alternative travel, extra food / drink. Consider carrying additional medicines for those who need it	
Students / staff traumatized	Have access to counseling services prepared	
Not knowing what could happen afterwards?	Keep accurate records throughout emergency to show how things unfolded and were handled	

3.2 Key points taken from risk assessment approach

- planning and preparation are critical.
- strong leadership is critical
- clear steps needed for staff / other adults to follow when emergency happens
- effective communication is vital
- training will bring more efficient response if emergency happens

3.3 ELT provider needs to have in place for their emergency procedures

- control centre space
- identified leaders and chain of command
- procedures and documents to support everyone in the event of an emergency
- training programme
- location and communication strategy
- student briefing procedures

The next sections will help with planning.

4. Control centre

A space where those leading the response to the emergency can work effectively.

- space that can be vacated easily by regular user (in which case, identify where they go), or be leader's (see 4.1) regular space

- should have at least one landline and preferably a separate emergency line, i.e. a number not published to the public, but which is known to staff leading trips off site.
- mobiles are not always reliable due to weak signals or overloaded networks either in area of emergency or locally; so a combination of land lines and mobile contacts is sensible
- needs IT access, but be ready to work in hard copy if loss of power
- enough space for more than one person and table-space to spread papers (e.g. record logs)
- emergency procedures file, both online and in hard copy and immediately accessible, identifiable and known to others in case leader and 2nd (see 4.1) are not available
- file to include recording logs, both online and in hard copy

4.1 Leadership and staffing hierarchy at control centre

- select most appropriate person to assume command when emergency happens,
- consider skills required; ability to problem solve, think quickly and come to sensible decisions, be comfortable telling others what to do, and be able to remain calm
- plus a second (and probably a third) person in the event of absence of the leader
- identify a support team; person or people who will halt their usual role and step in to support the leader and deliver response procedures (see 5.3)
- number and type of people in support team will depend on organisation's situation; size, location(s), what support tasks are identified (see 5.3) and other factors, e.g. how leader likes to work – maybe with only one close by, or more
- lead and support team should live close enough to control centre to arrive quickly if emergency happens out of hours
- as these key roles are identified, also need to identify who will cover each person in the support team (to ensure their usual role isn't suddenly abandoned)
- an emergency can continue for many hours and through the night (or happen at night). Therefore, need to think of shifts of support members and also how sustenance will be provided for people working through the night and beyond
- depending on size of organisation and the support tasks identified, additional staff may need to be called in. They should preferably already know/have an association with the organisation (if not an employee/past employee, then maybe employees' partners/children or homestays)
- in effect there needs to be a hierarchy of emergency response teams; that which begins and who covers those people, then who takes over, and who is called in to provides additional support.

All this information needs to be planned, recorded, communicated and kept updated as part of the Emergency Procedures.

5. Off-site emergency

Ways to make off-site visits safe and how to respond if an emergency happens.

5.1 Planning for safer off-site visits

5.1.1 Consider risks
Add section to existing risk assessments to cover emergencies or terrorism

- consider the likelihood of your intended destination (city), venue or transport hub being at risk of terrorist attack

- anywhere where large numbers gather (venues or tourist sites) or pass through (transport hubs) and major cities are more likely to be targets. Consider alternatives to usual destinations, especially when security threat levels are high
- leading up to visit, keep aware of activity happening in the area of your destination/venue, via venue website or other local authority websites, (in London can be done via the tfl website https://tfl.gov.uk/ major works and events page), national or local radio.

5.1.2 Have alternatives

- for every off-site visit, not only high-risk venues, there **must be an alternative venue plan** ready in case anything happens, e.g. flash flooding, a demonstration that becomes violent, building collapse closes access, - or a terrorist attack.
- for London and other big city visits, there should always be planned visits to less high-profile destinations, e.g. smaller towns, country locations, ready to use at short notice (i.e. same day)

5.1.3 Safer at the venue

- before visit, check all exits for venue and plan a nearby emergency meeting point in case group is forced to move and gets split.
- if personal visit to venue not possible before visit, talk to venue staff to get full information (just looking at website will not usually provide the detail you should have)
- on arrival at venue, leader identify other areas which may be safer (e.g. to hide) if escape not possible due to nature of the emergency
- try to purchase quick entry tickets / group passes, to avoid congregating too long at crowded entrances to venues

5.1.4 Identify safe refuge near venue(s)
- identify possible safe area/refuge near your destination that could be used as emergency shelter, and mark it on visit map
- for example, a large(ish) hotel
- if group were separated during an emergency, hotel should be easy to find
- hotels have landlines in case of problems with mobile networks
- hotel would hopefully not turn away group of children needing shelter during an emergency
- should have spaces which could act as refuge, i.e. locked to keep out danger
- NB: do not inform hotel ahead of visit that you have selected them for this role!
- parks or other open spaces could be used as safer areas, although without landlines or shelter if bad weather conditions or refuge needed

5.1.5 Safer travel plans and alternatives
- consider travel plans and ensure alternatives are ready - researched by ELT organisation and in conjunction with train/coach company. If using coaches do not depend on the coach driver having knowledge on the day of visit if something needs changing. For London check https://tfl.gov.uk/info-for/coach-drivers/
- can you minimise time at major travel hubs if passing through? e.g. no toilet stop, go straight to next point on itinerary

5.1.6 Medical preparation

- organisations should already be providing staff taking off-site visits with the name, address and phone number of the closest A&E hospital to venue being visited.
- have sufficient first-aid trained staff accompanying trips who can deliver even basic level first aid such as opening an airway and putting casualty in safe airway position, or deal with major bleeding and shock. In an emergency, all these skills could save lives
- send groups off-site with sufficient and fully stocked first aid kits
- must have fail-safe system for sending right medicines for students during off-site visits. Consider sending extra dosage if visiting higher risk destination in case an emergency delays the return of group

5.1.7 Safer staffing

- identify lead person for visit. Select person most suited to lead role (see 4.1 second bullet point)
- identify no 2 or several no 2s if large group will be split.
- be clear about chain of who assumes lead role if lead is not able to do that, and also allocation of specific roles at time of emergency (see 5.2)
- prepare emergency procedures. and ensure all staff know them
- have sufficient trained first aiders on every trip (see 5.1.6) and make them easy to recognise
- have staff training in responding to an emergency

5.1.8 Safer communication

- organisation to have every student's mobile phone number and these to be included in visit information packs. Staff taking visits to check accuracy of numbers.
- consider making 'what's app groups' for trips, for example https://www.life360.com/ to allow for quick messaging to everyone at same time; useful under 'normal' circumstances, e.g. reminding group that meeting time is in 10 minutes time. Could be even more useful in emergencies if group gets separated
- organisations also to have all students' next-of-kin contact phone number; if agents fail to provide these, must be collected direct from students on arrival. Organisation **must** have these; cannot be sure the group leader (could be injured) or agent will be available to respond in event of emergency

5.2   Responding to an emergency – off site procedures

During an emergency, these steps do not usually happen clearly one after the other and responses are not usually carried out by just the leader. Roles may be pre-allocated to members of the visit team, or more practically, the leader allocates staff to roles, for example, one to contact emergency services, a trained first aider to attend to casualties, another to move the non-injured to a safer place. The leader should not put him/herself at further risk; at this point they are needed to lead and manage.

5.2.1   Immediate action

- leader assumes control or, if not able to (e.g. due to injury), next person in chain takes role; group members will be waiting to be told what to do.
- exact response will always depend on the situation, for example
- if in midst of terrorist attack, the aim is to preserve lives, so staff and students should all know to 'Run, Hide, Tell'. In other words, get away from danger, try to find safe place (anywhere to hide or a refuge that can be locked to keep out danger), call emergency services or staff leader
- then assess situation; exactly what has happened and what is extent of problem
- make sure all members of group are

- accounted for
- safe
- adequately supervised (if children)
- know what to do to remain safe
- if anyone is injured, establish extent of injuries and administer first aid that will preserve life / prevent condition worsening / aid recovery, i.e. treat for shock (keep warm and reassure)
- refer to Emergency Procedures bullet point list (which should be part of visit pack information) (see 7.1.2)

5.2.2 Communication

Contact relevant emergency services. They will want to know:
- leader name and group name (i.e. organisation and any other identifier)
- location
- type of emergency and number of injured
- action so far
- contact organisation's main office / control centre (if no mobile signal, go into shop, business, house, to access landline; main office **must know** a.s.a.p.) and work together with them to manage incident
- do not contact parents / agents / any outside agencies; this to be done by control centre
- do not speak to media; refer them to control centre
- control communication by everyone in group; how far this is done will depend on situation. Some advice suggests no phone calls (not even to parents by children) as all communication is done by control centre. Mis-information / rumours can cause upset, and it is better to wait until later when things more settled. However, in some circumstances, a call or text saying 'I'm alive' could be the better thing to do
- definitely no photos. With younger students, may want to collect in mobiles / IPhones

5.2.3   Subsequent action

- move group away from scene of emergency to pre-identified or any safer location / refuge (see 5.1.4), or
- move uninjured group members away from immediate vicinity of any casualties and to safer place
- in both instances, ensure group (or parts thereof)
- is adequately supervised (for children)
- is in a safe / safer place
- is reassured (attitude of all staff very important for this)
- is protected from elements
- start keeping records as close to 'real time' as possible and using prepared form (see 7.1.3)
- gather witness details and take statements (if appropriate to type of emergency)
- leader to manage the incident, ensuring necessary and appropriate actions continue to happen
- leader's attitude and manner very important; remain calm, measured and reassuring and require all staff to be the same; any display of panic or emotions such as fear amongst staff to do not help the students
- maintain contact with control centre with frequent updates; they need to know the details of **everything** as it is happening, control centre and visit leader work together
- maintain contact with emergency services as appropriate
- if casualties are going to hospital, ensure adult accompanies them, taking full medical information and any medication. Inform control centre when this happens
- leader to keep monitoring and reviewing situation to see if any changes are needed to keep group secure, reassured and cared for
- depending on severity of emergency, aim is usually to return group to base as soon as is practical

5.2.4   Legal (if accident) and media

- do not admit to anything or sign anything
- do not discuss legal liability
- ensure accurate records kept (with support photos if appropriate)
- do not talk to media; refer them to control centre

5.3   Responding to an emergency – control centre procedures

When an emergency happens, instinct and adrenalin kick in, which can make clear thinking harder. Being able to refer to written guidance helps everyone react more effectively and not miss any crucial steps. Therefore, on receipt of call with news of an emergency

5.3.1   Immediate action

- open emergency procedures file and follow steps
- leader assumes control or, if not able, next person in chain takes role
- clear control space and alert other members of the emergency response support team (4.1)
- assess situation based on information given by visit leader; exactly what has happened and extent of problem
- check key information about all members of group; are they
- accounted for
- safe
- adequately supervised (for children)
- if anyone is injured, establish extent of injuries
- which (if any) emergency services been called?
- immediately open log of events using prepared form (see 7.1.3)
- inform most senior person in organisation, if not leader of emergency response (see 6.1)

5.3.2   Following and ongoing action

- while visit leader is dealing with immediate concerns at site of emergency, control centre to support by dealing with other matters
- what, if any, support is needed at scene of emergency? Are more staff required to accompany casualties to hospital / replace injured staff? How practical is it to get them there quickly? Could another closer ELT organisation provide help?
- go online to find and continually monitor information and help available in area of emergency, for example the offers of beds, food, shelter, support provided by locals following Manchester and London attacks. (This task might be usefully done by members of support team – reporting to leader as they gather more information)
- many tasks exist to do with communication (see section 6)
- alerting already identified additional support staff they will may be needed later if emergency is ongoing
- ensuring everyone (at emergency site and in control centre) has enough sustenance to keep going
- other tasks that are situation dependant; accurate and ongoing communication is one of the most important

5.3.3 Recording

- have real-time log of all events, including all communications, **everything**, showing time, names of those involved, actions taken (see 7.1.3)

- log to be controlled by leader and support team; as they issue instructions to staff and others, these should be recorded, and when tasks completed, those reported back and completion time logged
- all incoming calls about the emergency should be logged and response recorded

5.3.4   Preparing for return of students

- what needs to be done to support group members once they return to base?
- how will they get to homestays if it is too late for buses / usual transport?
- will they need food / drink / quick access to medication?
- consider emotional needs of everyone involved and arrange for counseling (not necessarily immediate) if appropriate
- advise staff at base on their reaction; supportive and caring rather than questioning; ready to listen if group members (staff and students) want/need to talk.
- better to focus on the many acts of human kindness that happened during / after an emergency rather than the unpleasant / dreadful / horrific aspects of the emergency

5.3.5   Post emergency

- ensure ongoing emotional support is available
- collect all records and compile in coherent way
- do RIDDOR need to be informed http://www.hse.gov.uk/riddor/reportable-incidents.htm
- issue positive and reassuring bulletin to all stakeholders (e.g. day following emergency)
- when talking about the emergency, focus on the many acts of human kindness that happened during / after an emergency rather than the unpleasant / dreadful / horrific aspects of the emergency
- review emergency procedure; e.g. how effective was the response, compare logs kept at both locations, what lessons can be learnt, did those involved feel they had sufficient information and support, are there training implications?
- share lessons and improvements within the organisation, and with the wider ELT industry to assist other organisations

5.4   Responding to an emergency – on-site procedures

You should have a plan in place for implementing lockdowns (partial or full/dynamic) on your premises. Evacuation, shelter and lockdown procedures all outline the initial actions that should be taken to safeguard customers and staff, both from internal and external hazards. Lockdown Procedures should be tested annually to ensure staff and customers know what to do.

On-site emergencies will generally fall into the following categories:
- Accidents affecting a small number of customers or staff (usually one) in which **emergency medical treatment** is required
- Incidents on-site such as a fire or gas leak which requires **quick evacuation from the building** (eg. fire evacuation)
- Incidents which could impact staff or customers safety occurring outside or near your premises which restricts exit from the premises (eg. bomb threat, infrastructure collapse, freak weather conditions, civil unrest/protest) which necessitates a **partial lockdown**
- Incidents involving security breaches in which one or more persons seek and/or gain access to your premises with the intention of causing harm to those inside, necessitating a **full or dynamic lockdown**

In each case the response is different. This document focuses on Partial and Full/Dynamic lockdown as it is assumed your organisation has procedures for emergency medical treatment and fire evacuation.

5.4.1   Consider risks

- Lockdowns are the opposite of evacuation drills (e.g. fire drills) when everyone vacates the premises and may need invacuation (moving people within an area and confining them there until the emergency has passed)
- Ensure staff and customers are clear on the difference and know the different signals
- Elevators generally return to the ground floor upon being disabled. If you have an elevator, check whether it can be disabled without returning to ground floor - otherwise those within the car may be put in a more dangerous situation.
- Prepare an audit of all access and egress points
- Identify who has the responsibility for locking down each point.
- Identify how each point of access or egress to the ground will be secured. For example, can this be done centrally using electronic locking systems? Is it done manually? If so, consider the order in which locking should be done - establish a priority order.
- Do a dummy run of your plan to check how long it will take to lock down all access and egress points
- A register of all staff and customers present is useful - consider whether this can this be done in your context
- Consider instructions to be given to members of staff on what to do when people refuse to stay at the premises or restrict movement to particular areas. Exit should be discouraged, but you can only appeal to people to remain within a lockdown area. Anyone who insists on leaving after being advised otherwise by staff should have this marked on a register.
- If appropriate, prepare a plan for moving people within the venue between different zones (zonal invacuation)
- Consider chemical threats, and how you can turn off heating, ventilation and air conditioning

5.4.2   Identify safe refuge points

These will depend on the nature of the threat.
- Ideally pre-select rooms with access to a phone
- Access to toilets is a plus
- Large storage cupboards / utility rooms / meeting rooms OK
- Classrooms are OK if windows are sealed
- A gym without exterior windows works well
- In the event of a nearby chemical threat, consider areas where heating, ventilation and air conditioning can be turned off

5.4.3   Safer communication

- On-site, consider using a public address system
- Pre-install "pop ups" on employees' computers for notifications
- Have a dedicated "lockdown" alarm tone **not the fire alarm** as this may initiate evacuation!
- Consider advice to be given to those outside the secure lockdown perimeter once lockdown has been initiated.
- Prepare a plan to include a checklist of staff, customers and visitors who will be outside the perimeter, and ways of communicating with them. For example, groups on excursions or staff at meetings elsewhere should not return to the premises during the incident, and this should be communicated to them if possible.
- Ensure your plan includes instructions for calling the crisis management team and where they should congregate
- Prepare a checklist for considering the ongoing threat in conjunction with the police

- Coordinate your response with other businesses and organisations you share premises with so that communication during an incident is clear and effective
- Identify sources of information which would lead to a stand-down and identify who is responsible for communicating lockdown reversal
- Follow the instructions of emergency services where possible

5.4.4   Partial Lockdown

Partial lockdown is restricted access and egress from a building but free/partially restricted movement within the building, due to an incident occurring outside or in the vicinity of your premises. This could include bomb threats, serious traffic accidents, civil disorder, etc, or other incidents occurring in the vicinity of the centre which would put the welfare of staff or customers at risk.

- In the event of an incident occurring outside the building, staff and customers are to move away from the windows.
- Access/egress points should be secured if possible
- Elevators should be disabled if possible
- Close windows and doors
- Blinds should be drawn.
- Time should not be taken to collect personal belongings.
- A register of all staff and customers present should be taken.
- Staff and customers should gather within a suitable area - give consideration to the location of the incident and whether those inside need to be moved to the opposite side of the building (eg. during a bomb threat).
- Move towards pre-selected areas - rooms access to a phone, with toilet access is useful, large storage cupboards/utility rooms/meeting rooms, a gym without exterior windows
- Exit from the building should be discouraged, but any staff member or customer, should they wish to leave after being advised otherwise by centre staff, should have this marked on a register.
- Any customers and staff on excursions or generally off-site are to be contacted and told not to return to the centre until advised otherwise
- In the event of a chemical emergency, turn off heating, ventilation and air conditioning
- Do not leave the assembly area, but wait for further instructions. Centre staff should use only reliable sources as identified above before deciding on further courses of action.
- Wait for the all clear to be given by a credible source.

5.4.5   Dynamic Lockdown

Dynamic lockdown is the ability to rapidly restrict access and egress to a site or building, or part of a site or building. This would be through physical measures in response to a threat which could be external or internal. This could be a security breach in which an intruder(s) have gained access to your building in which case movement in restricted)

The aim of lockdown is to prevent people moving into danger areas. This prevents or frustrates the attackers access to a site (or part of it). Bear in mind that lockdown may not be possible in some sites. However, having a plan in place can frustrating and delaying any intruders during an attack, thereby reducing the number of casualties, and also giving the emergency services time to respond.

5.4.6 Procedure in the event of a security breach

In the event of a security breach by someone who intends to cause harm, assembling the crisis management response team may be impossible and/or undesirable. In this case you should implement the following:

- Access/egress points should be secured if possible
- Elevators should be disabled if possible
- Bear in mind the 'Stay Safe' principles of 'Run-hide-tell':
    1. **Run**: escape if you can, using the safest route without exposing yourself to danger
    2. **Hide**: if it is not possible to run, cover should be sought, staff should remain quiet and if necessary barricade yourself in
    3. **Tell**: call 999 and provide the police with as much information as possible about the situation (location, descriptions, etc)
- Otherwise, office/classroom doors should be locked
- Any windows in doors should be covered (to prevent an intruder seeing in)
- Lights should be turned off (so the room appears to be empty/unused)
- Mobile phones should be turned off/set to silent to avoid revealing your position
- Everyone should be as quiet as possible, preferably silent
- Consider hiding in storage cupboards, behind desks and under tables
- If you can see the attacker, they may be able to see you
- Cover from view doesn't imply safety - bullets travel through glass, brick, metal, wood etc.
- Stay alert and do not assume the incident is over. Use reliable sources of information - primarily the emergency services - to determine whether an incident is over before initiating lockdown reversal.

5.4.7 Recovery and Lockdown Reversal

Once an incident is over, recovery of the premises and lockdown reversal should occur. However consider carefully the sources of information which would initiate lockdown reversal (eg. police).

- The person responsible for declaring lockdown reversal should consider information carefully before declaring a reversal. Follow the advice of emergency services before initiating lockdown reversal.
- Once the decision has been given to stand down, this should be communicated to all relevant parties
- Unlocking of access and egress points should be done in a priority order, opening key doors first.
- Any barriers used should be removed in order of risk/priority
- Staff should provide reassurance to customers during this phase
- Any resolved/unresolved situations will need to be addressed

6. Communication

Communication has many strands and may require more staff support to ensure all those who need to be are contacted quickly

6.1 Internal Staff

- inform most senior person in organisation, if not leader of emergency response (see 6.1)
- quick email to all staff giving need-to-know information; e.g. that emergency procedures are in operation due to xxxx incident; that they may be called on to cover; reminding them not to talk to anyone outside

organisation, especially not media. Tell them they will be updated as more news becomes available; important to keep them informed, so issue regular updates

- issue reassuring factual statement (based on what is appropriate to share from current available information on the emergency) for those answering the phone to outside callers

6.2 External

- prepare factual, honest and reassuring (if possible) statements to be communicated to the following;
- next of kin / agents of any serious casualties; people may want to make immediate travel plans to come and see them
- next of kin / agents of non-serious casualty group members
- contact for these usually done by phone; must know that message has got through and be ready to answer questions from all next of kin / agents. Helpful to know language of next of kin for such situations – and to know which staff speak which languages.
- depending on nature of emergency, do other agents / next of kin need to know that their students/relatives are not involved in the emergency? Keeping external stakeholders informed is also very important. To achieve this, may need to action next bullet point –

6.3 Students

- depending on nature of emergency, e.g. recent bridge terrorist attacks in London, school to contact students as quickly as possible and find out if they are safe. School should show proper duty of care for students, whatever age they are, and also have accurate information to pass on to next of kin / agents
- consider how technology can be used for instant messaging to check all students are safe (could be all students in one group, or in sub-groups, e.g. adults group and under 18s group), for example via an app or Facebook https://www.facebook.com/about/safetycheck/ ; this would need to be set-up as students arrive; too late after an incident
- if technology approach not reliable (for any reason) prepare a telephone tree; system for contacting a lot of people quickly by sharing the load; for example, not 1 person contacting 150 numbers, but 10 people contacting 15 each
- reassuring for agent to quickly receive messages about their students, which they can pass on
- in age of instant news, people all round the world will know what is happening in UK; it is important to gather information quickly

6.3.1 Parents hearing their child's voice
- any emergency will worry parents, even if their child was not one of those directly involved. As soon as it is practical and safe, make sure every young student (up to age deemed appropriate) call their parents and talk for a few minutes, to allow the parents to be 100% sure that their child is OK. Don't just tell students to do this, watch as they do it and keep log to show every child has done it

6.4 Who else needs to know?

Make checklist.
- travel operators re: visit; will alternative routes / means of transport be required
- homestays (is another telephone tree / app or Facebook group required?) – might need to be ongoing bulletins as scenario develops, e.g. different travel plans, late arrival
- residential catering
- legal support (depending on nature of emergency / accident)

6.5 Media
Only one person to deal with any media enquiries. Better to have statement prepared

6.6 Ongoing communication
Once you have told internal and external stakeholders about emergency, you need then to keep them updated; it reassures them
- issue regular updates as more news arrives, appropriate to each stakeholder, e.g. group are now on journey back to base with some staff remaining at hospital with injured
- group safely arrived back
- following an incident, anywhere in UK, even if not close to ELT organisation's location, agents and parents need reassurance and to know that the organisation is responsible and caring. Wording of communication to show that organisation has measures in place to (a) minimise chance of students being affected (b) is constantly alert to ongoing events and will make changes if necessary (c) possibly also offer options (for example, particularly to visiting London) Tone to be factual yet positive.

7. Documents and recording

Various records are needed for off-site visits and for responding to emergencies

7.1 Emergency Procedures

This title covers all documents needed to evidence that coping with emergencies has been planned for. It covers a range of documents and is probably a file (both hard copy and online) and may include the following

7.1.1 Document explaining Emergency Procedures

Keep prose minimal; information delivered in bullet points is easier to follow. Information to include

- context of school and type of off-site visits that happen
- define an emergency and stress the importance of being properly prepared
- if emergency happens, response is required in at least two places; at the emergency and at the main school/control centre
- response procedure at main school, for example
- X location becomes the control centre (current occupants to move to B)
- Y person assume leadership role, or if Y absent, Z person, supported by G & H.
- Y person will ensure that following are covered in response to the emergency, and list / adapt points from section 5.3 and section 6 that are relevant to your situation
- response procedure at the emergency; list / adapt points from section 5.2 (see 7.1.4)
- if emergency is ongoing, longer than x hours, state arrangements for additional staffing
- add any additional information relevant to your situation
- include information on training schedule (see section 8)

Information should be detailed and try to cover range of possible emergency outcomes. Document to be reviewed (a) if emergency happens or (b) annually

7.1.2 Pre-visit documents

All these are evidence that trip was properly and safely planned

- risk assessment for visit
- visit information packs for staff including
- names of everyone on visit
- phone numbers for everyone
- medical information for those with conditions or taking medication
- nearest A&E hospital name, address and phone number
- itinerary + route map
- emergency response page + laminated key points (7.1.4)
- safe refuge locations for venue(s) / tourist sites / transport hubs on itinerary
- log template (just for emergencies – or for every trip?)

7.1.3 Log template and recording

- can be online or hard copy; better to have both
- best to keep log in time order, and write it as close to real time as possible
- headings might include *time, location, what happened, names (of those involved/affected), action taken (including communication),*
- details are required, for example not just 'John injured' but 'John injured; has cuts and bleeding on right and left legs (worse on right leg, long 6 inch lacerations) and right leg appears broken'. Although at the time, details may seem unnecessary, they are not – and could become extremely important after the emergency
- log should be kept by both leader (or another staff) at emergency and also by control centre. Comparing logs is part of review following emergency (see 5.3.5)

7.1.4 Emergency response document for off-site staff

When an emergency happens, instinct and adrenalin kick in, which can make clear thinking harder. Being able to refer to written guidance helps everyone react more effectively and not miss any crucial steps. Therefore, Information in section 5.2 should be used to prepare a response document for staff taking off-site visits and should be part of every pre-visit information pack (7.1.2).

- use information in section 5.2 to prepare a response document for staff taking off-site visits
- make it part of every pre-visit information pack (7.1.2).
- this level of detail primarily needed by visit leader; however, all staff should have access to it, in case leader unable to respond
- key points (probably 5.2.1 and communicate with emergency services and main office) to be turned into small, ideally pocket sized, laminated document with large print, simple reduced instructions.
- all staff to have this and keep it close at all times. In event of emergency, they can easily refer to it and be able to read it

7.1.5 Other documents to update

- Risk assessments for off-site visits should have section; 'Dealing with Emergencies', which references 'Emergency Procedures'
- Student information on Staying Safe may need updating, even if organisation's location is a small town, adult students might still visit cities at weekends. Give guidance on:
  avoiding crowded places, or if visiting crowded places, stay alert, maintain vigilance and identify possible escape routes as you arrive
- making sure somebody (friends / family / host) knows where you intend to visit; keep somebody updated as you move around a city

- keep time at transport hubs (e.g. train or bus stations) to a minimum
- if anything happens, run, hide or find a safe refuge where you can be closed in, tell
- be part of an app group that allows for instant contact

8. Training

Any work connected to saving lives where quick response is crucial involves repeated training; the aim is to make the right response automatic, so that when a real incident occurs, the person reacts, almost without thinking. Emergency procedures training for ELT organisation staff should be similar. People feel more confident about what they are doing if they have already been through a simulated situation.

Consider the following:

- issue Emergency Procedures document to all staff and go through at staff / department meetings, allowing questions and checking that staff understand
- set up training for all those who take off-site visits, focusing on both leaders and all staff; this should include being off-site, having injured bodies (volunteers) and checking how well staff respond
- repeat later with different type of emergency, and maybe with leader incapacitated so others must assume the role
- set up unannounced incoming phone call to main office and check response of staff to setting up control centre and responding to information given by caller
- short-contract temporary summer staff will usually need training more than year-round staff due to (a) they will likely take more off-site visits (b) lack local knowledge (c) often be younger and have less 'life experience' to help them respond to an emergency

Log and review all training sessions.

8.1 Training – other sources

General off-site emergency information

- http://oeapng.info/visit-leader National guidance for the management of outdoor learning, including off-site visits. A lot of the information here is transferable to the ELT context

Terrorist-related guidance

- https://www.gov.uk/government/organisations/national-counter-terrorism-security-office The National Counter Terrorism Security Office has some very useful materials, including
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595437/RHT_A5.pdf this leaflet issued for the general public, in the event of any firearms or weapon attack. There is also an accompanying film
- http://citizenaid.org/ has a free downloadable app for the public in UK, designed to help guide people caught in a terrorist attack to do the right things at the right time with quite a strong focus on first aid.

Always check all materials for suitability before showing / sharing with your students.